DOCUMENT RESUME

ED 069 653 TM 002 096

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TITLE	Wray Behavior Scale.
INSTITUTION	Georgia Univ., Athens. Research and Development Center in Educational Stimulation.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
REPORT NO	GARDC-RP-19
PUB DATE	Sep 69
CONTRACT	OEC-6-10-061
NOTE	11p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Behavior Rating Scales; *Early Childhood; Evaluation Techniques; *Measurement Instruments; *Personality Assessment; Primary Grades; *Student Evaluation
IDENTIFIERS	*Wray Behavior Scale

ABSTRACT

The Wray Scale presented is designed to measure 15 behavior symptoms and their opposites which seem indicative of characteristics that can be observed in early childhood and followed as the child develops. Between each characteristic and its opposite are five gradations. Each child is checked to indicate where he stands on each pair of characteristics. Teachers can evaluate students at the beginning of the school year to identify problems and again at the end of the year to evaluate progress. Definitions of the traits used are given. Traits examined are aggressive/submissive; social/nonsocial; independent/dependent; cooperative/uncooperative; eager/dull; talkative/uncommunicative; attentive/non-attentive; active/still; happy/sad; leads/follows; imaginative/prosaic; persistent/nonpersistent; gregarious/lone; obedient/disobedient; and courteous/rude. (DJ)

ED 069653

TM 002 096

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Grace A. Wray

September, 1968

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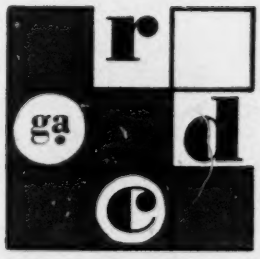

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WRAY BEHAVIOR SCALE

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R & D Center in Educational Stimulation

Prepared for the Evaluation Division of the
Research and Development Center in Educational Stimulation
University of Georgia
Athens, Georgia
September, 1969

This report was made as part of the activities of the Research and Development Center in Educational Stimulation, University of Georgia, pursuant to a contract with the United States Department of Health, Education and Welfare, Office of Education under provisions of the Cooperative Research Program.

Center No. 5-0250 Contract No. OE 6-10-061

Introduction

The Wray Behavior Scale, designed by Mrs. Grace A. Wray of the Research and Development Center in Educational Stimulation, was compiled after examination of already existing behavior scales utilizing items with highest validity and reliability. This scale has been factor analyzed for possible behavioral differences at various age levels and for different levels of education.

In September, 1969, the students at Arnold School in Clayton County, Georgia, from ages 3 through 8 years, were measured by this scale. The same instrument will be used again in December, 1969, and May, 1970, with the same subjects. Results of analyses performed on data collected will be made available at a later date.

Grace A. Wray

September, 1969

Rationale

Basic knowledge attainment is not the only factor of importance in the development of the child. Various factors of behavior have an effect on his achievement and these factors may change in varying degrees with his growth. In order to understand and guide him, it is desirable to measure these factors so as to evaluate their direction and magnitude.

There are many scales designed to measure various types of behavior--social, emotional, personal, etc. These instruments involve numerous descriptive variables. This Behavior Scale was designed to include fifteen behavior symptoms and their opposites, which seem to be particularly indicative of certain characteristics that can be observed in early childhood and can be followed as the child grows and develops.

Consequently, this Behavior Scale should be helpful to the teacher in identifying a child's behavioral symptoms when he first enters the class and then at some later date in order to evaluate any change that may have taken place. Treatment can be implemented during the interim in order to produce changes in the desired direction.

A description of terminal traits insures that the observer interprets each symptom as intended. The total picture of the child

on a scale of personal behavior is valuable, not only to the observer, but also to anyone who deals with the child as an individual.

Description and Use of Scale

The scale is made up of fifteen observable behavior symptoms and their opposites that seem to be indicative of certain personality characteristics. Between each characteristic and its opposite are five steps numbered, 1, 2, 3, 4, 5.

Each child should be observed on each symptom and a check made to indicate where he stands on each pair of characteristics.

For example, a child may be very aggressive, "1", or very submissive, "5", or he may seem a little less than aggressive, "2", or a little less than submissive, "4", or he may be just mediocre in this respect, "3".

Care should be taken not to place a child in category "3" because the observer cannot make a decision about this characteristic. It would be better to observe the child again on the specific symptom in order to make a clear judgment. In other words, "3" should not be used as a "catch-all."

The accompanying description of the terminal traits on the scale should help the observer to understand just what interpretation is intended.

Each teacher is requested to evaluate each child on the behavior-scale qualities as early as possible during the first month of school. The teacher can use this knowledge to implement efforts to correct undesirable traits and to stimulate desirable ones.

A scale should be done again at the end of the year to see whether and to what extent the child's behavior has changed.

WRAY BEHAVIOR SCALE

Name _____ Teacher _____ Date _____

	1	2	3	4	5	
1. Agressive						Submissive
2. Social						Nonsocial
3. Independent						Dependent
4. Cooperative						Uncooperative
5. Eager						Dull
6. Talkative						Uncommunicative
7. Attentive						Nonattentive
8. Active						Still
9. Happy						Sad
10. Leads						Follows
11. Imaginative						Prosaic
12. Persistent						Nonpersistent
13. Gregarious						Lone
14. Obedient						Disobedient
15. Courteous						Rude

Definitions of Terminal Traits on Wray Behavior Scale

Aggressive:	Wants to do everything, to be in everything, to be first, to give answers, to make suggestions.
Submissive:	Stands back, lets other children tell him what to do, does not resist being "bossed."
Social:	Responds in friendly, outgoing manner to any contact with a person or persons.
Nonsocial:	Withdraws from others, prefers to be alone, and to function alone.
Independent:	Has his own ideas and wants to carry them through. Wants to do things by himself and for himself. Does not seek or welcome help.
Dependent:	Looks to someone to help him or to do for him. Needs someone to lean on.
Cooperative:	Tries to participate in whatever task or activity is suggested. Works with others.
Uncooperative:	Refuses to perform with others on an activity. Insists on functioning alone often on his chosen activity.
Eager:	Alert, wants to know, wants to do, wants to continue, feels a challenge.
Dull:	Resists, suggestions, new things, new knowledge, new tasks. Wants to be mentally lethargic.

Talkative:	Verbalizes freely about everything and anything and upon every opportunity.
Uncommunicative:	Will not talk. Will listen but will not respond verbally.
Attentive:	Pays attention to what is going on, and responds to changes in direction and to new materials.
Nonattentive:	Not interested in what is being said and done. Not responsive to changes.
Active:	Moves quickly and easily. Does not care to sit much, participates actively in tasks.
Still:	Lethargic physically. Willing to sit still and stay in one place.
Happy:	Radiates joy. Is pleased about everything. Anticipates good things.
Sad:	Appears concerned and fearful. Does not react pleasurably to anything.
Leads:	Suggests plans and organizes activities. Takes the lead part.
Follows:	Lets others plan and organize. Does what he is told by the leader.
Imaginative:	Can improvise from whatever is available. Uses fantasy sometimes in work and play.
Prosaic:	Accepts everything as stated. Does not see any humor or fantasy in anything.

Persistent:	Perseveres until satisfied with accomplishment. Finishes task. Makes effort to succeed.
Nonpersistent:	Gives up easily. Tries but without much effort and does not follow through.
Gregarious:	Seeks others to work with and play with. Can work alone but prefers the company of others.
Lone:	Works and plans alone if possible. Prefers to function alone. Resists company of others.
Obedient:	Recognizes the voice of authority and complies willingly.
Disobedient:	Does not obey. Resents authority. Does the undesirable thing.
Courteous:	Kind, helpful, polite to others as a natural reaction.
Rude:	Impolite to others in act and word. Sometimes belligerent.